

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY399425
<b>Inspection date</b>	31/05/2012
<b>Inspector</b>	Tracey Boland
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2009. She lives with her partner and children aged five and 15 years in Tile Hill, Coventry. The whole of the ground floor and first floor bathroom is used for childminding. Accessibility to the premises is via three small steps. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and of the individual needs of the children in her care. She provides a wide range of activities both indoors and out that take account on the interests and developmental needs of the children. The childminder completes observations of the children and ensures that they feel valued and included. They are encouraged to understand similarities and differences through discussion and some resources. The childminder has an awareness of her strengths and uses self-evaluation to develop and enhance her practice. Safety has been addressed in most areas.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the range of resources to support children's opportunities to develop positive attitudes to disability
- improve the recording of risk assessments for the garden to include underneath the trampoline.

## **The effectiveness of leadership and management of the early years provision**

Children enter a welcoming, child focused environment where their health and well-being is a priority. Children are supervised at all times and systems are in place to ensure they are not left unattended with un-vetted adults. The childminder demonstrates a clear understanding of her role and responsibility with

regard to protecting children in her care from abuse and neglect and keeps her knowledge of child abuse and neglect up to date through training. Detailed written risk assessments are in place, identifying all potential risks and how they have been minimised when indoors, outdoors and on trips. However, the underneath of the trampoline has not been included which may pose a risk should a child crawl underneath when another child is bouncing on it. Documentation is well maintained and all required policies and procedures are shared with parents reflecting the ethos of care provided.

The childminder actively seeks the views of parents and children who use the service. This alongside her own self-reflection enables her to continually improve and enhance the care she provides. She is proactive in developing her childminding practise through ongoing training and the use of literature and the internet to research best practise. The childminder actively seeks support and guidance through the local authority childminding support team and successfully makes improvements for the benefit of the children.

Children's health needs are effectively met and records following minor accidents or administering medicines are maintained and countersigned by parents. The dietary needs and preferences of all the children are known and respected and drinks are provided throughout the day. Children's individual routines and personal care needs are incorporated into their day, encouraging their feeling of security and belonging. The childminder ensures nappy changing routines are sensitive to each child's needs and their comfort is maintained.

Concise information is received from parents about their child's needs and preferences and the childminder obtains lots of information about their child's development. The childminder is happy to care for children with special needs and/or disabilities and demonstrates a commitment to working with other professionals to meet their needs. She understands the importance of working with parents and extended family of children where English is an additional language to ensure they feel valued and included within the setting. The childminder works closely with all adults involved in a child's life and relationships with other settings providing childcare have been formed. Good systems for communication are well established and ensure continuity of care for the child.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress in their learning and development through the wide range of activities and opportunities they experience which encourage them to explore and investigate through play. Planning is used effectively to meet their individual needs which are identified through the detailed observations undertaken by the childminder. A good variety of resources and activities meets their needs well and children are happy and contented. Interaction between the childminder and children is very good and affection is readily given and received.

Children's independence is promoted effectively and their personal needs

respected and incorporated into their day. The childminder is sensitive to the personal care needs of the children and she ensures their comfort is maintained at all times. Children benefit from the clear and consistent rules and boundaries that are in place within the home. Children are praised for their good behaviour and are encouraged to share the toys and take turns. The childminder is a good role model to the children, who learn to treat others as they wish to be treated themselves.

A variety of resources, books and pictures reflect the wider world and diversity and children take part in the celebration of cultural events throughout the year which encourages their understanding of similarities and differences through their play. However, resources that reflect disabilities are still being developed so children's understanding in this area is not fully supported. Children enjoy a wide variety of age-appropriate resources which are stored in low level boxes which are clearly labelled with words and corresponding pictures so all children can make an informed choice with regard to their play. Children enjoy music and using a variety of instruments when singing their favourite songs and action rhymes and the childminder supports the younger children in completing the actions.

Children access the garden on a daily basis and are developing their knowledge of the living world through planting and growing of flowers, fruit and vegetables. They learn to eat healthily and their understanding of good foods is encouraged through cooking activities and trying foods from around the world. Children weigh and measure ingredients, take turns to stir the mixture and talk about the changes to the mixture during the cooking process. Activities include, making fruit kebabs, gingerbread men and their own pizzas.

Children enjoy developing their physical skills when using climbing equipment at the park and the groups they attend. They play in a safe environment and they are learning how to keep themselves safe. Their understanding of road safety is consistently reinforced when out and they understand not to talk to strangers. Children understand the fire evacuation procedure within the home and evacuate the house quickly. Records are completed and evaluated to ensure the procedure remains safe and suitable.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----